

Missouri Model Teacher and Leader Standards

A Resource for State Dialogue



Adopted and approved by the Missouri State Board of Education: June 2011

Acknowledgements

The Missouri Department of Elementary and Secondary Education would like to express its sincere appreciation to everyone who assisted with creating these teacher and leader standards. This effort officially began with work by members of the Missouri Advisory Council of Certification for Educators (MACCE) from 2007-09 and concluded with approval by the State Board of Education in 2011.

The participation and investment of key stakeholders in this effort is appreciated. In particular, the Department expresses its appreciation to the following:

Missouri Organization Partners

- American Federation of Teachers (AFT)
- Assessment Resource Center
- Center for Rural Education
- Missouri Advisory Council of Certification for Educators (MACCE)
- Missouri Association of Colleges for Teacher Education (MACTE)
- Missouri Association of Elementary School Principals (MAESP)
- Missouri Association of Rural Education (MARE)
- Missouri Association of School Administrators (MASA)
- Missouri Association of School Business Officials (MoASBO)
- Missouri Association of Secondary School Principals (MASSP)
- Missouri Community College Association (MCCA)
- Missouri National Education Association (MNEA)
- Missouri Professors of Educational Administration (MPEA)
- Missouri School Boards' Association (MSBA)
- Missouri State Teachers Association (MSTA)
- Missouri Unit Association of Teacher Educators (MUATE)
- SuccessLink
- Regional Professional Development Centers
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- Missouri Western State University
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- Northwest Missouri State University
- Southeast Missouri State University
- Southwest Baptist University
- St. Charles Community College
- Truman State University
- University of Central Missouri
- University of Missouri-Columbia
- University of Missouri-Kansas City
- University of Missouri-St. Louis
- Washington University
- Webster University
- William Jewell College
- William Woods University

Introduction

In June 2010, Senate Bill 291 was passed, directing public school districts in Missouri to adopt teaching standards. While the districts are responsible for actually adopting standards, the Department of Elementary and Secondary Education was given the task of offering model standards for districts to use.

The Department is pleased to offer this set of teacher and leader standards that outline what educators should know and be able to do to ensure that students in Missouri public schools continually grow and improve. The standards outline the basic principles of teaching and leading that represent best practices for helping students be successful. The standards also encourage students to direct and guide their own learning and highlight the differences that every student brings to the classroom.

Students in Missouri schools continually grow and improve.

Core Concepts of Teaching and Leading

The Missouri Model Teacher and Leader Standards articulate expectations of performance for the professional teacher and leader in Missouri. The standards are based on theories of teaching and leading and indicate that effective educators are caring, reflective practitioners and lifelong learners. These educators continuously acquire new knowledge and skills and are constantly seeking to improve their practice to provide high academic achievement for all students.

Educators are caring, reflective practitioners and lifelong learners.

The Missouri Model Teacher and Leader Standards employ a developmental sequence that defines a professional continuum to illustrate how educators' knowledge and skills mature and strengthen throughout their career. Professional teachers and leaders are expected to exercise good professional judgment and use these standards to inform and improve their own practice.

Model Standards Articulate Expertise and Effectiveness

Effective educators meet every child's learning needs through differentiated service. They engage students and assist them in reaching their highest potential no matter the demographics. Through professional practice, educators stimulate student growth using a toolbox equipped with multiple instruction and assessment strategies. They set high expectations in order to develop student capacity for continuous academic and personal growth and development.

Purpose of the Missouri Model Teacher and Leader Standards

The Missouri Model Teacher and Leader Standards serve as a resource for educators. To ensure they are informed by the most current research, the standards have been aligned to the Interstate new Teacher Assessment and Support Consortium (InTASC) standards created and distributed by the Council of Chief State School Officers (CCSSO). The InTASC standards draw upon research and are aligned to the Common Core State Standards for students in mathematics and English language arts, the National Board for Professional Teaching Standards (NBPTS), the National Council for Accreditation of Teacher Education (NCATE) accreditation standards, the National Staff Development Council (NSDC; now called Learning Forward) professional development standards, and the Interstate School Leaders Licensure Consortium (ISLLC) 2008 educational leadership policy standards. Additional research and consultation took place with Mid-continent Research for Education and Learning (McREL), Dr. Laura Goe and the Educational Testing Service (ETS), Dr. Cheryl King and the Education Development Center (EDC), and Dr. Michelle Young and Dr. Ann O'Doherty and the University Council for Educational Administration (UCEA).

The standards are not a checklist but rather an articulation of effective teaching and leading.

The standards are not a checklist but rather an articulation of effective teaching and leading. Based on the credibility of current research, the standards can accurately inform and build the collective capacity needed by educators in order to continually grow and develop the knowledge and skills of students. As such, the standards guide formative development.

The Missouri Model Teacher and Leader Standards include a general statement of the standard and additional description and direction in the form of quality indicators. Each quality indicator is articulated across a professional continuum. The professional continuum for both teachers and leaders describes the progression of skills and knowledge from a candidate preparing to teach to a new teacher and further on to the developing, proficient and distinguished levels.

The Professional Continuum of the Missouri Teacher

Candidate: This level describes the performance expected of a potential teacher preparing to enter the profession and who is enrolled in an approved educator-preparation program at a college, university or state-approved alternate pathway. Content knowledge and teaching skills are developed through a progression of planned classroom and supervised clinical experiences.	New Teacher: This level describes the performance expected of new teachers as they enter the profession in a new assignment. The base knowledge and skills are applied as they begin to teach and advance student growth and achievement in classrooms of their own.	Developing Teacher: This level describes the performance expected of teachers early in their assignment as the teaching, content, knowledge and skills that they possess continue to develop as they encounter new experiences and expectations in the classroom, school, district and community while advancing student growth and achievement.	Proficient Teacher: This level describes the performance expected of career, professional teachers who continue to advance their knowledge and skills while consistently advancing student growth and achievement.	Distinguished Teacher: This level describes the career, professional teacher whose performance exceeds proficiency and who contributes to the profession and larger community while consistently advancing student growth and achievement. The distinguished teacher serves as a leader in the school, district and the profession.
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The Professional Continuum of the Missouri Leader

Candidate: This level describes the performance expected of a potential leader enrolled in an approved education-administration program at a college, university or state-approved alternate pathway. Content knowledge and leadership skills are developed through a progression of planned and supervised clinical experiences.	New Leader: This level describes the performance expected of new leaders as they assume an administrative position or new assignment. Base knowledge and skills are applied as they assume the leadership position and begin to advance student growth and achievement.	Developing Leader: This level describes the performance expected of leaders early in their assignment as the leadership content, knowledge and skills that they possess continue to develop by encounters with new experiences and expectations in the classroom, school, district and community while advancing student growth and achievement.	Proficient Leader: This level describes the performance expected of career, professional leaders who continue to advance their knowledge and skills while consistently advancing student growth and achievement.	Distinguished Leader: This level describes the career, professional leader whose performance exceeds proficiency and contributes to the professional community while consistently advancing student growth and achievement. The distinguished leader is not only a leader in the school but also in the district and broader professional community.
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Missouri Model Teacher and Leader Standards

The standards encompass both teacher and leader. In this way, the standards actually suggest a culture of professionalism that occurs at all levels. Each standard of the teacher and leader includes a general statement and then further articulation in the form of quality indicators. These provide additional specificity or direction to each of the standards. The quality indicators are presented across the professional continuum as describing increasing degrees of expertise in both knowledge and skills. The process is cumulative in nature in that a distinguished educator possesses the competencies of the preceding levels.

Potential data points or measures have been offered for each of the quality indicators of each standard. These are drawn from a variety of sources. State assessments are not the driver or sole source when attempting to determine to what degree an indicator has been met. Establishing data points for each indicator guarantees that it can be measured. The list of measures or data points for each level of the indicators is not a comprehensive, exhaustive list, nor does it represent a checklist. Examples of evidence and artifacts are merely suggestions for how each quality indicator could be operationalized and assessed. An educator's particular context could (and mostly likely would) result in other appropriate measures.

Missouri Teacher Standards

The teacher standards are articulated across nine general areas of professional practice. Quality indicators are provided for each standard that further describe the particular benchmark or criterion of the professional practice. The entire document for teachers can be found at the Department of Elementary and Secondary Education website on the Office of Educator Quality home page (dese.mo.gov/eq/).

As part of Senate Bill 291, guidance was offered regarding appropriate standards. The bill included six general concepts to be included in any teaching standards used in Missouri schools. While the districts are responsible for actually adopting standards, the Department was given the task of offering model standards. For each of the teacher standards, references are provided to Senate Bill 291 and the six included concept statements. The nine teacher standards and 36 quality indicators are:

Standard #1: Content Knowledge and Perspectives Aligned with Appropriate Instruction

The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for all students. *[SB 291 Section 161.380.2 (3) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior.]*

Quality Indicator 1: Content knowledge and academic language

Quality Indicator 2: Engaging students in subject matter

Quality Indicator 3: Disciplinary research and inquiry methodologies

Quality Indicator 4: Interdisciplinary instruction

Quality Indicator 5: Diverse social and cultural perspective

Standard #2: Understanding and Encouraging Student Learning, Growth and Development

The teacher understands how students learn, develop and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social and personal development of all students. *[SB 291 Section 161.380.2 (1) Students actively participate and are successful in the learning process; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]*

Quality Indicator 1: Cognitive, social, emotional and physical development

Quality Indicator 2: Student goals

Quality Indicator 3: Theory of learning

Quality Indicator 4: Meeting the needs of every student

Quality Indicator 5: Prior experiences, learning styles, multiple intelligences, strengths and needs

Quality Indicator 6: Language, culture, family and knowledge of community

Standard #3: Implementing the Curriculum

The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements and evaluates curriculum based upon standards and student needs. *[SB 291 Section 161.380.2 (1) Students actively participate and are successful in the learning process; (2) Various forms of assessment are used to monitor and manage student learning; (3) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores teaching behaviors that will improve student performance.]*

Quality Indicator 1: Implementation of curriculum standards

Quality Indicator 2: Develop lessons for diverse learners

Quality Indicator 3: Analyze instructional goals and differentiated instructional strategies

Standard #4: Teaching for Critical Thinking

The teacher uses a variety of instructional strategies to encourage students' critical thinking, problem solving and performance skills including instructional resources. *[SB 291 Section 161.380.2 (1) Students actively participate and are successful in the learning process.]*

Quality Indicator 1: Instructional strategies leading to student engagement in problem solving and critical thinking

Quality Indicator 2: Appropriate use of instructional resources to enhance student learning

Quality Indicator 3: Cooperative learning

Standard #5: Creating a Positive Classroom Learning Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation. *[SB 291 Section 161.380.2 (3) The teacher is prepared and knowledgeable of the content and effectively maintains students' on-task behavior; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]*

Quality Indicator 1: Classroom management, motivation and engagement

Quality Indicator 2: Managing time, space, transitions and activities

Quality Indicator 3: Classroom, school and community culture

Standard #6: Utilizing Effective Communication

The teacher models effective verbal, nonverbal and media communication techniques with students and parents to foster active inquiry, collaboration and supportive interaction in the classroom. *[SB 291 Section 161.380.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.]*

Quality Indicator 1: Verbal and nonverbal communication

Quality Indicator 2: Sensitivity to culture, gender, intellectual and physical differences

Quality Indicator 3: Learner expression in speaking, writing and other media

Quality Indicator 4: Technology and media communication tools

Standard #7: Use of Student Assessment Data to Analyze and Modify Instruction

The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student, and devises instruction to enable students to grow and develop. *[SB 291 Section 161.380.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance.]*

Quality Indicator 1: Effective use of assessments

Quality Indicator 2: Assessment data to improve learning

Quality Indicator 3: Student-led assessment strategies

Quality Indicator 4: Effect of instruction on individual/class learning

Quality Indicator 5: Communication of student progress and maintaining records

Quality Indicator 6: Collaborative data analysis process

Standard #8: Professional Practice

The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students. [SB 291 Section 161.380.2 (2) Various forms of assessment are used to monitor and manage student learning; (5) The teacher keeps current on instructional knowledge and seeks and explores changes in teaching behaviors that will improve student performance; (6) The teacher acts as a responsible professional in the overall mission of the school.]

Quality Indicator 1: Self-assessment and improvement

Quality Indicator 2: Professional learning

Quality Indicator 3: Professional rights, responsibilities and ethical practices

Standard #9: Professional Collaboration

The teacher has effective working relationships with students, parents, school colleagues and community members. [SB 291 Section 161.380.2 (4) The teacher uses professional communication and interaction with the school community; (6) The teacher acts as a responsible professional in the overall mission of the school.]

Quality Indicator 1: Roles, responsibilities and collegial activities

Quality Indicator 2: Collaborating with historical, cultural, political and social context to meet the needs of students

Quality Indicator 3: Cooperative partnerships in support of student learning

Missouri Leader Standards

The leader standards are presented in the same format as the teacher standards. They are articulated across five general areas of professional practice. Quality indicators are provided for each leader standard that further describe the benchmark or criterion of the professional leadership practice. The entire document for leaders can be found at the Department of Elementary and Secondary Education website on the Office of Educator Quality home page (dese.mo.gov/eq/). The five leader standards and 12 quality indicators are:

Standard #1: Vision, Mission and Goals

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation and stewardship of a school or district vision of learning supported by the school community.

Quality Indicator 1: Develop and articulate a vision

Quality Indicator 2: Implement and steward a vision

Standard #2: Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program that applies best practice to student learning and designing comprehensive professional growth plans for staff.

Quality Indicator 1: Promote positive school culture

Quality Indicator 2: Provide an effective instructional program

Quality Indicator 3: Design comprehensive professional growth plans

Standard #3: Management of Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations and resources in a way that promotes a safe, efficient and effective learning environment.

Quality Indicator 1: Manage the organizational structure

Quality Indicator 2: Manage personnel

Quality Indicator 3: Manage resources

Standard #4: Collaboration with Families and Community

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Quality Indicator 1: Collaborate with families and other community members

Quality Indicator 2: Respond to community interests and needs

Quality Indicator 3: Mobilize community resources

Standard #5: Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

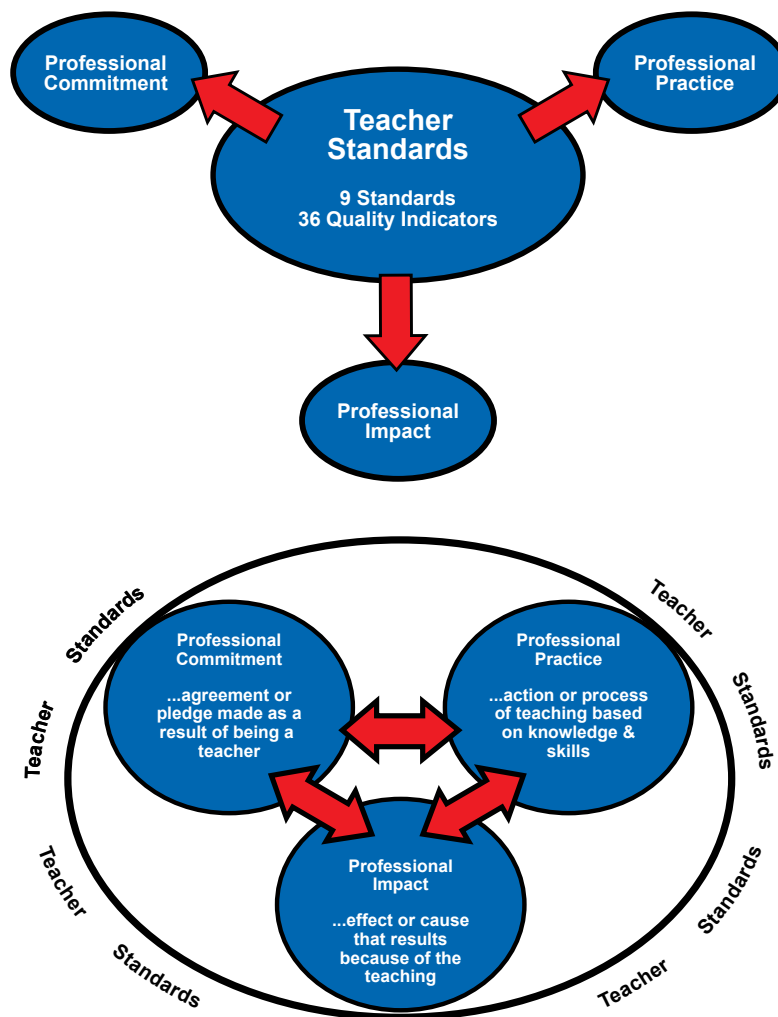
Quality Indicator 1: Personal and professional responsibility

Three Frames of the Professional Educator

Drawing on the national research and consultation that guided the development of the Missouri Model Teacher and Leader Standards, the standards and quality indicators have been organized into three frames. All knowledge and skills of the professional educator reside in at least one of these three frames. Determinations made about the appropriate professional frame were based on consideration of the relevant measures or data sources necessary to establish the status and progress of educators in regard to each standard and quality indicator.

As part of being a professional educator, some indicators reference particular aspects of what teachers pledge or commit to doing or being as a result of their role. Other indicators reference those particular practices exhibited by teachers. Still other indicators reference the results or outcomes that happen as a consequence of teaching. These same three frames exist for the leader.

Professional Frames of the Teacher



A quality indicator may be measured in multiple frames. For these indicators, certain terminology is highlighted in respect to the source of evidence.

Standards and indicators documents for both teachers and leaders may be viewed in their entirety on the Office of Educator Quality home page (dese.mo.gov/eq/).

A final, important consideration for understanding the standards and quality indicators and their potential use as a resource is the need to establish a collective definition and understanding of particular terminology. In order to provide for this collective understanding, a glossary of key terminology is included in this document. Commonly accepted definitions are provided, as well as references to the appropriate standards and quality indicators in which they appear.

Glossary of Key Terminology

TS = Teacher Standard

LS = Leader Standard

1.1 = Standard 1, Quality Indicator 1

Academic Language (TS 1.1)

The abstract concepts, ideas and higher-order thinking processes associated with a specific content area or discipline. Vocabulary, grammar, and instruction and assessment strategies are used to highlight the particular language of the content area or discipline and are used in the classroom, curricular materials and presentations.

Applied Professional Learning (LS 2.3)

Learning that allows teachers and leaders to acquire knowledge and skills. The new learning is then intentionally used to positively influence professional commitment, practice and impact.

Assessments (TS 7.1)

A process of observing and monitoring, measuring, analyzing and evaluating, documenting, and reflecting for the purpose of adjusting teaching and leading to impact learning, resulting in improved performance.

Formative Assessment

A process for gathering ongoing data for the specific purpose of influencing status and progress of student performance in a specific body of learning.

Summative Assessment

A process for evaluating learning at the culmination of a specific body of learning or a given period of time to determine if intended instructional objectives have been met.

Formal Assessment

Gathering information about performance to make general instructional decisions using a standardized, published test or instrument that includes specific procedures for administration and interpretation.

Informal Assessment

Gathering information about performance to make general instructional decisions using casual, informal techniques that do not require specified procedures for administration and interpretation.

Collective Commitment (LS 3.2)

A pledge, invested agreement or promise that is shared by two or more people focused on a particular desired outcome or result.

Collegial Activities (TS 9.1)

Actions or events that occur among those explicitly united for a common purpose and with a joint and mutual respect in one another's abilities to work toward that purpose.

Context-Appropriate Strategies (LS 2.1)

A suitable or fitting plan of action intended to accomplish a specific goal that considers the particular circumstances or setting in which an event occurs.

Cooperative Partnerships (TS 9.3)

A relationship between individuals or groups based on an association resulting in common benefit, mutual responsibility and the achievement of specified goals.

Critical Thinking (TS 4.1)

Higher-order, reasonable, reflective thinking focused on deciding what to believe or do by questioning assumptions and using a process of actively and skillfully conceptualizing, applying, analyzing, synthesizing and/or evaluating information.

Curricular Goals (TS 7.6)

Specific targets or intended outcomes that guide courses in a particular field of study and instruction.

Differentiated Instruction (TS 1.2)

Different or altered learning experiences or avenues to acquire content within a lesson to meet the needs or learning styles of students, allowing them to process, construct or make sense of concepts and ideas.

Diversity (TS 2.4)

Inclusive, all-encompassing or all-embracing of individual differences (personality, interests, learning styles, prior experiences) or group differences (race, ethnicity, gender, sexual orientation, nationality, language, religion, political affiliation, socioeconomic background).

Fiscal, Human, and Material Allocation and Alignment (LS 3.3)

The share of, or the allotment and focused distribution of, resources of money, items and people to achieve intended outcomes and goals as articulated in the vision, mission and goals of a district and/or school.

Higher-Order Questioning and Analysis (TS 7.4)

Based on Bloom's taxonomy of educational objectives (1956) and more recently with the focus on 21st century skills, this refers to the concentration of more complex thinking skills, including critical thinking and problem solving, when posing questions and conducting analysis.

Higher-Order Thinking Skills (TS 4.1)

Based on Bloom's taxonomy of educational objectives (1956) and more recently with the focus on 21st century skills, this refers to the concentration of more complex thinking skills, including critical thinking, analysis and problem solving.

Interdisciplinary Themes and Content Connections (TS 1.4)

The link, association or establishing of patterns made from one discipline, content area or field of study to another that involves higher-order thinking skills to fully comprehend the relationship.

Learning Situations (TS 4.3)

An event or set of circumstances designed with the intent to create learning.

Independent Learning Situation

A student's interaction with content and learning is free from the influence of, or not determined by, any other student.

Collaborative Learning Situation

A student's interaction with content and new learning is achieved by working together with one or more other students toward a common outcome or objective. Students are responsible for their own actions and respect the abilities and contributions of their peers.

Whole-Class Learning Situation

Content and new learning are presented to the whole class in one space and at one time.

Learning Styles (TS 2.5)

Various approaches or methods in which learning can occur that are particular to an individual and are presumed to allow that individual to learn best. The three most widely recognized learning style categories are visual, auditory and kinesthetic.

Media Communication Tools (TS 6.4)

Any of a variety of different devices that enable the storage and transmission of information and data using different artificial channels.

Multicultural Strategies (TS 2.6)

A suitable or fitting plan of action intended to accomplish the specific goal of increasing the interest, understanding and acceptance of the behaviors and attitudes that characterize other groups or organizations.

Multiple Intelligence (TS 2.5)

A theory (Gardner, 1943) that intelligence encompasses a range of functions and abilities. An awareness that manifesting intelligence through ability or agility other than of a cognitive nature enables teachers to adapt their teaching styles and learning activities to engage and motivate learners.

Process of Inquiry (TS 1.3)

A process that encourages close examination and questioning in order to gain information and increase understanding and is a necessary part of the problem-solving method.

Professional Learning Communities (TS 7.6)

An extended learning opportunity within a school that fosters collaborative learning among colleagues with the overall purpose of increasing student performance.

Reflective Practice (TS 8.1)

The capacity to reflect on or review specific incidents of practice as a way of engaging in continuous learning for the purpose of increasing overall effectiveness and impact.

School-Based Systems (TS 9.2)

The group of interacting, interrelated or interdependent elements, ideas and/or principles that form and govern the overall operation of a school.

Social and Cultural Perspectives (TS 1.5)

The mental view, outlook or appearance of the behaviors and attitudes of the people that encompass the community.

Student Engagement (TS 1.2)

A psychological investment by students in learning that goes beyond earning formal indicators of success to incorporating and internalizing content and understanding. Engaged students typically appear willing, interested and involved and gain satisfaction from their accomplishments.

Subject-Specific Methodologies (TS 1.2)

A body of practices, procedures and rules that is particular to a specific body of content or discipline.

Systemic Process for Ongoing Improvement (LS 3.1)

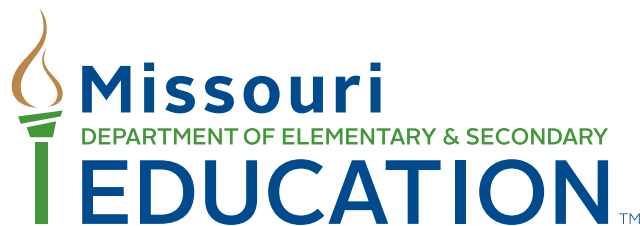
A process that relates to or affects the entire organization and is targeted and focused on the continuous improvement of student performance.

Theory of Learning (TS 2.3)

An attempt to describe how people acquire new knowledge and skills that provides the vocabulary and conceptual framework for interpreting observed examples of learning and suggests where to look for solutions to practical problems. The three main categories of learning theories are behaviorism (objectively observable aspects of learning), cognitivism (brain-based learning) and constructivism (learning based on building new ideas or concepts).

Sources

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- Answers.com Reference Answers: www.answers.com
- School Wise Press: www.schoolwisepress.com/smart/dict/dict2.html
- Wikipedia: [en.wikipedia.org/wiki/Learning_theory_\(education\)](http://en.wikipedia.org/wiki/Learning_theory_(education))



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